

## 7. South America

### Status of Japanese-language education in South America

The number of institutions in South America increased to 467 (an 18.5% increase compared to the previous survey in 2021), the number of teachers increased to 1,894 (a 22.4% increase), and the number of learners increased to 42,473 (a 22.9% increase). All three metrics showed growth.

The number of institutions, in descending order, was Brazil (309), Argentina (62), and Colombia (16), the same ranking as the previous survey. Meanwhile, numbers of teachers were Brazil (1,156), Argentina (282), and Peru (114). The number of learners was also highest in Brazil at 26,708, followed by Argentina with 5,093 and Peru with 3,551. In this survey, Peru surpassed Colombia in terms of the number of teachers.

Looking at the changes by country, the number of institutions increased in 6 of the 10 South American countries, and the number of teachers also increased in 7 countries. However, the number of learners decreased in 6 countries. Meanwhile, in Brazil, the region's largest country for Japanese-language education, there was a significant increase in all categories: an 18.4% increase in institutions, a 22.7% increase in teachers, and a 28.8% increase in learners, contributing to the overall growth in the region.

Looking at the proportion of learners by educational level, primary education accounts for 14.4%, secondary education 14.8%, higher education 10.5%, and non-school education 60.3%. Continuing from the previous survey, non-school education represents a high proportion.

The online class implementation rate is 100% in Uruguay and Ecuador, 91.7% in Venezuela, 85.7% in Chile, and 79.0% in Argentina. While some countries in the region, such as Paraguay (23.1%) and Bolivia (33.3%), had lower implementation rates, the overall regional rate reached 58.0%, exceeding the global rate of 30.9%.

Looking at the purposes for learning Japanese, as in the previous survey, interest in anime, manga, J-POP, fashion, etc. (90.8%) showed the highest percentage. Next were interest in the Japanese language (82.2%) and interest in history, literature, arts, etc. (73.4%), with the top three items remaining unchanged from the previous survey.

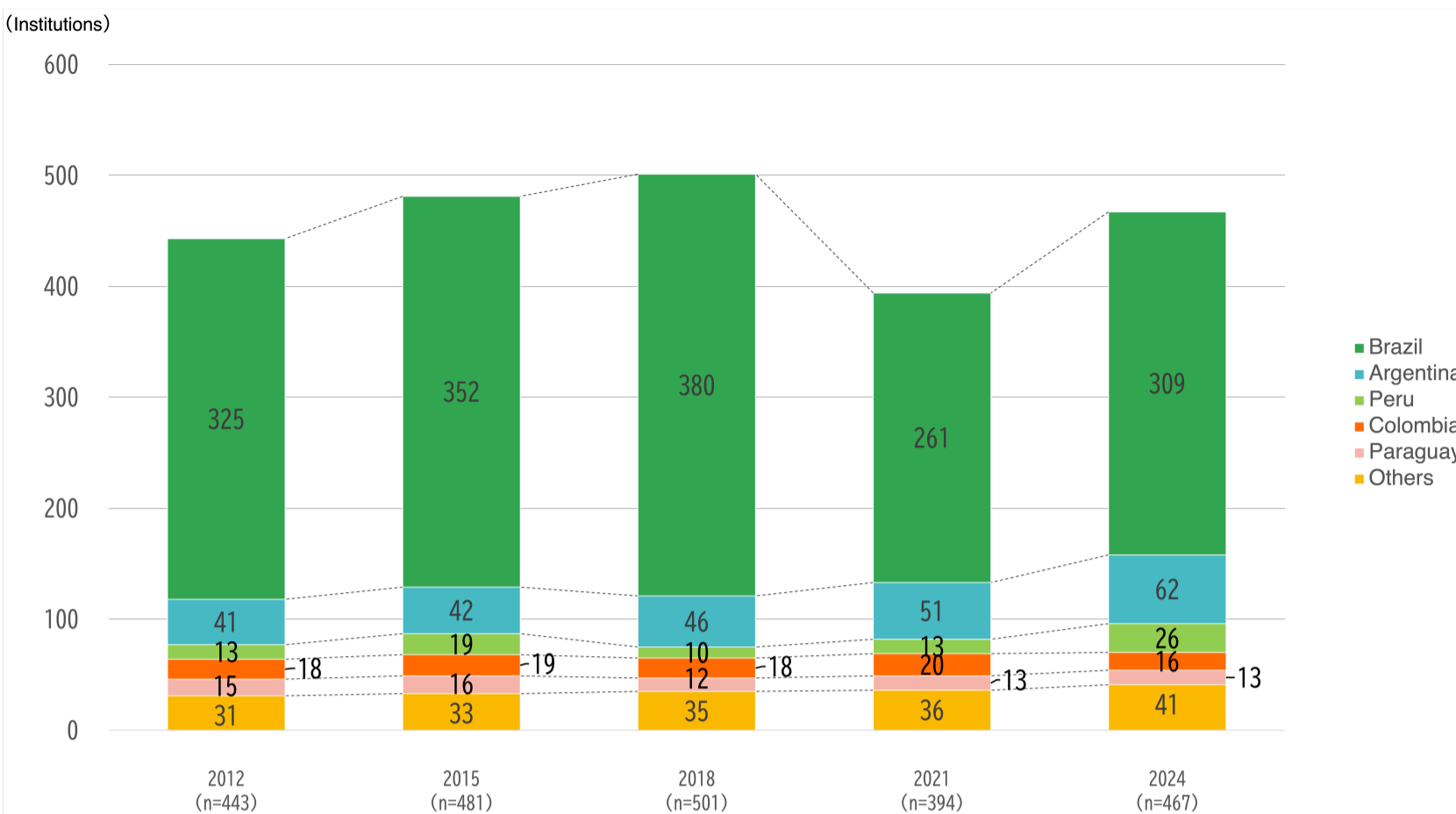
Table 2-7-1 Number of Institutions, number of Teachers, and number of Learners in South America

(Listed in order of the number of Learners in 2024)

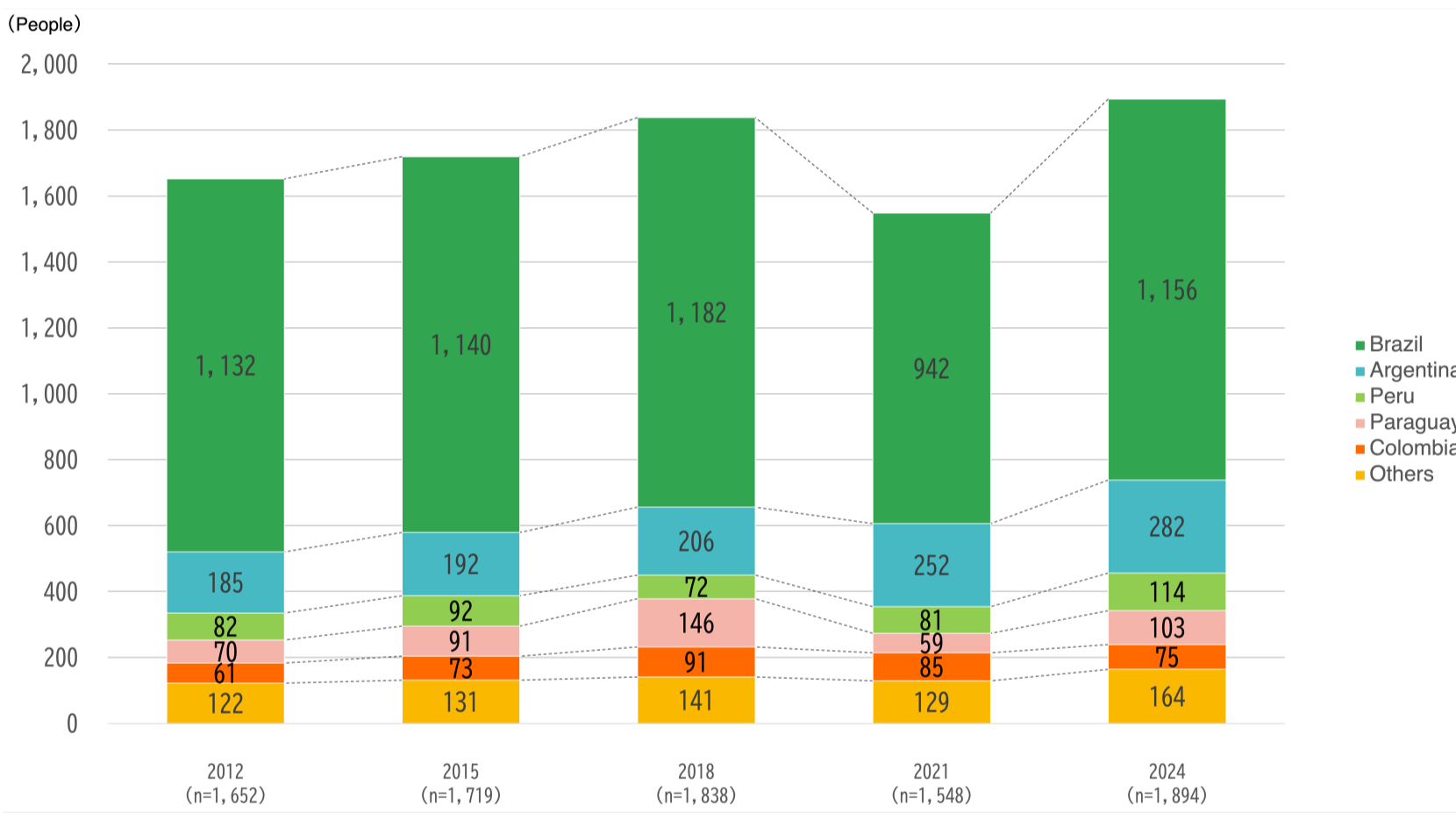
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners in Higher education 2024 (people)	Number of Learners in Non-school education 2024 (people)	Population* (people)	Number of Institutions in 2021 (institutions)	Number of Teachers in 2021 (people)	Number of Learners in 2021 (people)
Brazil	309	1,156	26,708	13.2	2,680	4,788	2,587	16,653	203,080,756	261	942	20,732
Argentina	62	282	5,093	11.1	350	170	220	4,353	45,892,285	51	252	4,486
Peru	26	114	3,551	12.1	1,416	768	0	1,367	29,381,884	13	81	3,761
Paraguay	13	103	3,269	53.5	1,489	580	900	300	6,109,903	13	59	1,262
Colombia	16	75	1,679	3.8	0	0	412	1,267	44,164,417	20	85	2,024
Chile	14	48	918	5.2	10	0	332	576	17,574,003	11	39	1,096
Venezuela	12	46	477	1.8	0	0	8	469	27,227,930	10	32	302
Bolivia	6	38	470	4.7	150	0	0	320	10,059,856	5	22	488
Uruguay	6	16	163	5.0	0	0	0	163	3,286,314	6	16	181
Ecuador	3	16	145	1.0	0	0	20	125	14,483,499	4	20	225
South America	467	1,894	42,473	—	6,095	6,306	4,479	25,593	—	394	1,548	34,557

\*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

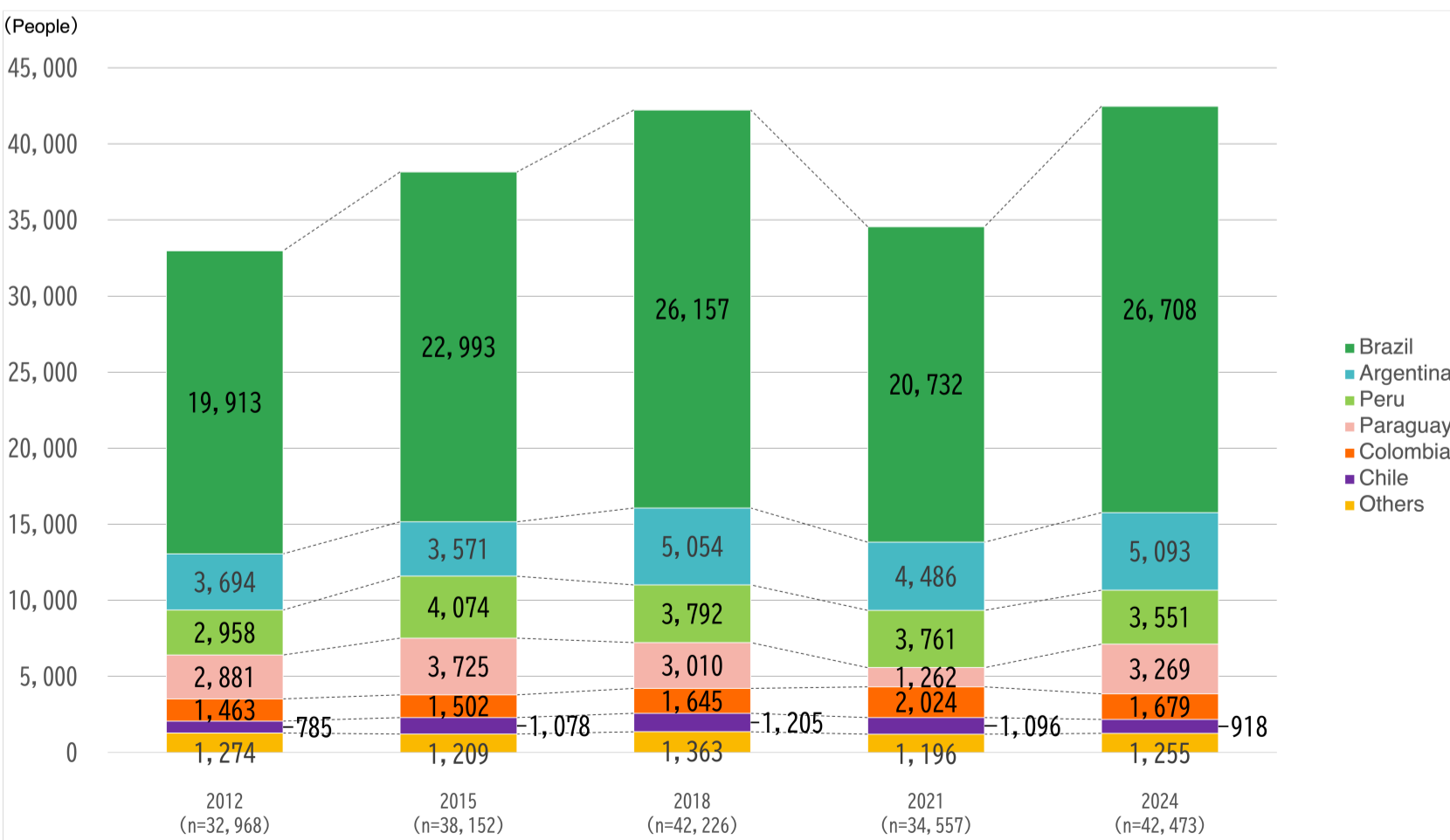
**Graph 2-7-1 Number of Institutions in South America**



**Graph 2-7-2 Number of Teachers in South America**



**Graph 2-7-3 Number of Learners in South America**



Graph 2-7-4 Percentages of Learners by educational stage in South America

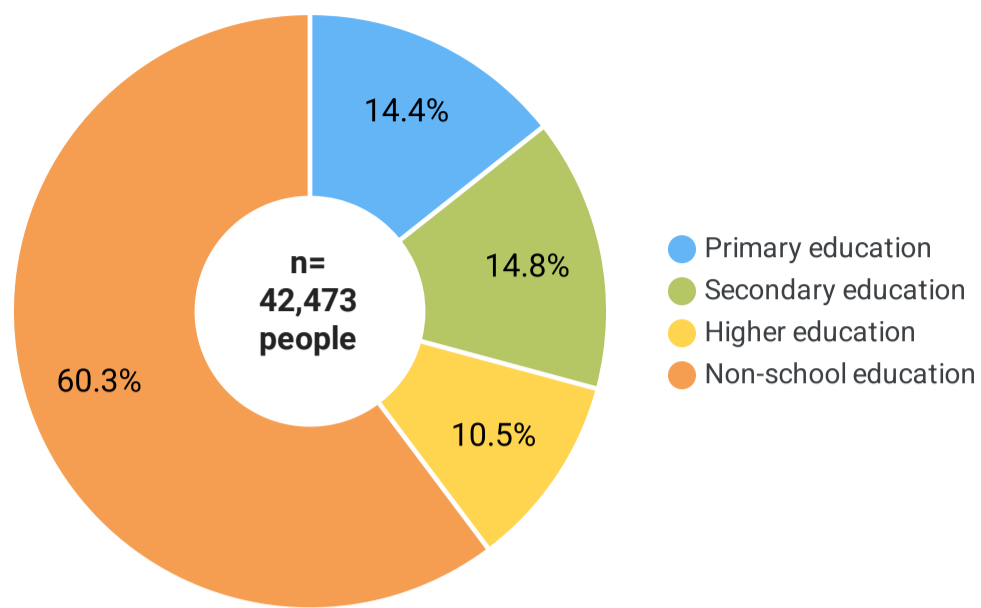
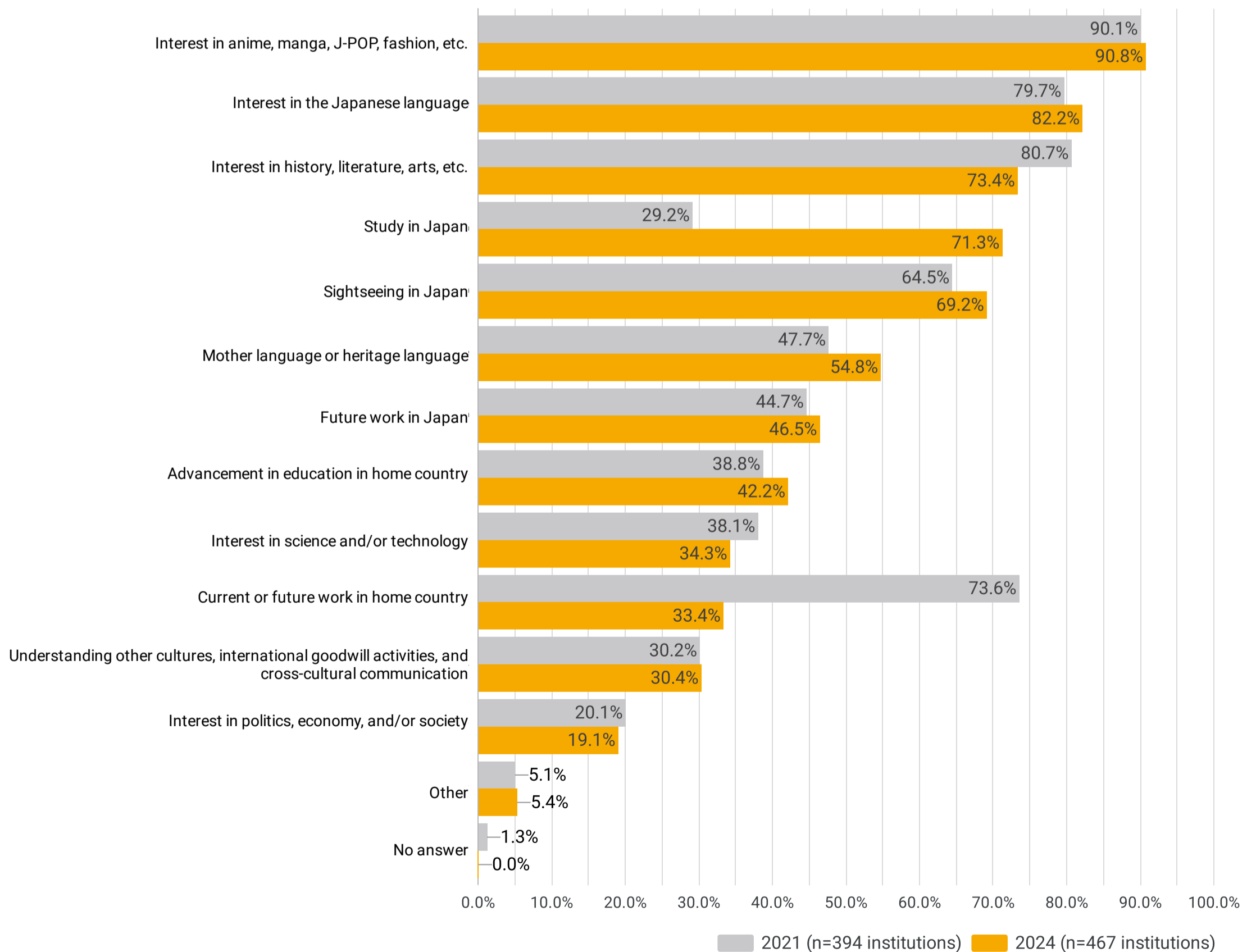


Table 2-7-2 Online class implementation ratio in South America

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Argentina	62	49	79.0
Uruguay	6	6	100.0
Ecuador	3	3	100.0
Colombia	16	12	75.0
Chile	14	12	85.7
Paraguay	13	3	23.1
Brazil	309	157	50.8
Venezuela	12	11	91.7
Peru	26	16	61.5
Bolivia	6	2	33.3
South America overall	467	271	58.0

Graph 2-7-5 Objectives of Japanese-language learning in South America



## Trends in each country and region

### [Brazil]

Brazil is the largest country for Japanese-language education in South America, and this survey showed a trend toward increases in the number of institutions, teachers, and learners.

In primary education, the number of institutions and learners increased, while the number of teachers decreased. The state with the most significant increase in the number of learners is Paraná. Furthermore, in São Paulo, too, which has the highest number of institutions and learners, the growth rate of learners was high. In these two states, many schools offer Japanese as an elective subject or extracurricular activity. During the COVID-19 pandemic, concerns about the adverse effects of young children receiving long hours of online instruction led to the temporary suspension of Japanese-language courses. However, as the pandemic subsided and more schools resumed in-person classes, the number of learners began to increase.

In secondary education, the number of institutions and teachers increased, while the number of learners decreased slightly. In the previous survey (2021), the Brazilian Ministry of Education's promotion of full-time secondary education led to the closure of language centers at some institutions. However, in this survey, an increase in the number of courses offered by language centers in the Federal District resulted in an increase in the number of institutions. One factor contributing to the decline in the number of learners was the discontinuation of teacher recruitment at three public schools in Rio de Janeiro, which led to the cessation of Japanese-language classes. Moreover, the number of learners enrolled in Japanese-language courses at private schools is also on a downward trend. Reasons include financial constraints among parents and changes in educational policy following management transitions at schools, which have led to Japanese-language education being given less priority than before.

In higher education, the number of institutions, teachers, and learners all increased. During the COVID-19 pandemic, prolonged stay-at-home requests led to many students withdrawing from university. However, as in-person lectures resumed at universities, student numbers began to increase again. Additionally, the Languages without Borders program (Rede Andifes-IsF), implemented by federal universities with Japanese-language majors using student tutors from their Japanese departments, began offering online courses to students at federal universities not majoring in Japanese after the COVID-19 pandemic. This became a factor in the rapid increase in the number of learners. Students at 69 federal universities nationwide, including the five federal universities with Japanese-language majors, can now take Japanese-language courses online through this program.

Learners studying at non-school education institutions account for 60% of all learners in Brazil. The number of learners increased by 39.1% compared to the previous survey, and the number of institutions and teachers also increased. The increase in learners is attributable to the growing number of institutions offering online courses. At institutions with large numbers of learners, as many as 1,900 learners are registered and studying

Japanese. Additionally, more institutions have resumed in-person classes, and numbers of learners are increasing in many states. By state, São Paulo has seen a particularly significant increase in the number of learners.

### [Peru]

The number of institutions and teachers increased, but the number of learners decreased. One factor behind the decline in learners is the increasing number of Japanese-Peruvians who do not learn Japanese.

In primary education, the number of institutions remained unchanged since the previous survey (2021), as one institution closed and one new institution providing Japanese-language education was confirmed. The number of learners increased slightly.

In secondary education, two new institutions providing Japanese-language education were identified following the previous survey. However, as some institutions also closed, the number of institutions remained unchanged.

In non-school education, the number of institutions increased due to newly confirmed providers of Japanese-language education. However, the overall number of learners decreased because of a significant drop in learners at university language centers and large-scale institutions. It should be noted that Japanese is not taught as a regular subject at universities, which constitute higher education in Peru. However, some universities offer Japanese-language courses for the general public at their language centers.

### [Other Countries and Regions]

The number of learners in non-school education in Argentina has increased, with the total number of learners exceeding 5,000. However, the number of teachers in school education has significantly decreased, posing a challenge to the expansion of Japanese-language education.

Colombia saw a decrease in the number of institutions, teachers, and learners. Japanese-language learners are concentrated in major cities such as the capital Bogotá, Medellín, and Santiago de Cali, but Japanese-language education is stagnating due to a decline in the number of Japanese-language teachers. Meanwhile, China's Confucius Institute and Korea's King Sejong Institute are vigorously expanding their operations.

Paraguay saw an increase in the number of institutions, teachers, and learners. However, the Paraguayan Ministry of Education and Korea have signed an agreement to promote Korean-language education, and the number of public schools where Korean can be chosen as a second foreign language is increasing, leading to a relative decline in the presence of Japanese-language education. The provision of Japanese-language education primarily centers on heritage language education for Japanese-Paraguayans and private schools. However, securing Japanese-language teachers is proving difficult, and makes it challenging to establish new institutions.